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ABSTRACT

The New Jersey State Commissioner of Education has presented a proposal for alternative certification of teachers; this survey examines parent attitudes about the proposed changes for teacher education and certification. A random sample of 75 parents from a middle class suburban community responded to a questionnaire which summarized the new proposals and elicited responses about the acceptability of the new changes. Results revealed that, while slightly less than half of the parents were satisfied with their children's education, slightly more than half felt that New Jersey is facing a crisis in education. A large percentage of parents agreed with two points of the new proposals: academically able students are not being attracted to the profession, and the teaching profession must be made more attractive. Almost all of the parents in the sample did not feel that a 5-day orientation period was enough to train new applicants or that this orientation could replace currently required education courses. The largest percentage of parents felt that education courses and student teaching practice prior to actual teaching were vital and necessary parts of a teacher training program. A five-page list of references and the survey instrument are appended. (CB)

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What are the Attitudes of a Group of Parents towards Dr. Cooperman's Proposal of Alternative Certification of Teachers:

by

Marion Quartararo

Submitted in partial fulfillment of the Requirements of Advanced Seminar I

to

Dr. Albert J. Mazurkiewicz

April 11, 1984

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My deepest appreciation is given to my parents for their continuous support and constant encouragement.

To my huaband, John and my daughters Gina and Maryann, I give special thanks for their love and unending patience with me.

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ABSTRACT

The State Commissioner of Education, Dr. Saul Cooperman, has presented a proposal for alternative certification of teachers. It is valid for parents to be made aware of the exact nature of these changes and how they will affect future teachers.

This survey was undertaken to determine what attitude the parents had toward the proposed changes. This was achieved by having a sampling of parents complete an opinionnaire.

In the opinion of the researcher, the results of the survey established that parents are very concerned about the education teachers receive. The parents surveyed felt very strongly that education courses and student practice teaching be maintained as part of the professional training program of educators.

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Dr. Saul Cooperman, State Commissioner of Education, is claiming that hundreds of "top-notch" qualified individuals are eager to teach in public schools, but are unable to because they have not had education credits or student teaching. (N.J.E.A.) Therefore, Dr. Cooperman has introduced a new alternative certification proposal. The proposal is that anyone can become eligible for a New Jersey teaching certificate by merely passing a test in the subject-area he/she wishes to teach.

Widespread dissatification with education has caused much debate on where the problem lies. There are some who feel education is already too thin and too short and see a need for more thorough and extensive pre-service program (Greenberg, 1983). Then there are those who feel that the public schools be given the option of hiring people who have expertise in a field, but never had the courses needed for certification (Carlson, 1983). Dr. Cooperman's proposal would open the doors of public schools to people who are experienced teachers in non-public schools and also to accomplished professionals who have pursued careers in their field of interest. This will allow people to teach, who have by-passed the education courses that have been the backbone of teacher education (Maeroff, 1983). Teacher education courses are designed to help a person establish a bridge between academic content and its' relationship to the school curriculum and to individual learners (Denemark, 1973). Dr. Cooperman is accepting liberal arts courses as good prepara-

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tion for teaching and education courses are dismissed as "artificial barriers" (Carlson, 1983). Even superintendants of school systems cannot agree. Dr. Merachnik of Union County Regional School District said the education internship would be beneficial, but it still is not fair to the teachers who have had educational courses....they're very beneficial (Longo, 1983). On the other hand Dr. Howlett of Fanwood-Scotch Plains believes there is a viable market of people who could become excellent teachers without education courses (Longo, 1983).

Some studies have been conducted to prove or disprove the notion that teacher education courses make a marked difference. In one such study principals found a significant difference in beginning teachers who had professional education preparation (Copley, 1975). Professional teachers have been found to be, in general, more competent (Bledscoe, 1967). In another survey teachers who had completed the professional sequence of education courses were overwhelmingly favored (Beery, 1960).

This research will be conducted to determine if parents realize the impact Dr. Cooperman's proposal will have on the future teachers who will be in charge of educating their children. It will be determined if parents will agree with studies such as the ones mentioned above or if they desire a change, such as the one Dr. Cooperman proposes.

HYPOTHESIS

It will be of no consequence to parents whether their

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children will be taught by professional teachers or provisional teachers.

DEFINITIONS

Professional teachers - Those who have had specified education courses.

Provisional teachers - Those without the educational sequence.

Attitude - One's feelings about or toward someone or something (Harris, 1981).

Certification - The process of gathering, evaluating and approving or disapproving a person's credentials, as a teaching certificate (Harris, 1981).

ASSUMPTIONS

The questionnaire will be filled out truthfully.

LIMITATIONS

Only seventy-five parents will be surveyed.

Parents will not have the opportunity to read Dr. Cooperman's proposal in its entirety.

The questionnaire used to gather the data has not been validated.

DELIMITATIONS

The survey is concerned with parents in the participating community and cannot be extended beyond the population sampled.

PROCEDURES

A random sample of seventy-five parents was chosen from a middle-class suburban community. Each was given a questionnaire to complete. The questionnaire was premised with a short and concise summation of Dr. Cooperman's Proposal. The purpose

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of this was to inform any parent who might not be aware of Dr. Cooperman's plan for alternative certification of teachers. After each parent answered the Likert-type opinionnaire, they were asked to return it to the researcher. The test scores were then tabulated to determine the percentage of parents for and against the proposal to meet the purposes of the study.

RESULTS

Seventy-five parents from a middle-class community were contacted and asked to complete a questionnaire concerning Dr. Cooperman's alternative teacher certification proposal. The results were collected by the researcher and the responses were tabulated, in order to permit analysis, according to the purpose of the study.

The results of the survey are shown in Table I. The table is comprised of the number of participants and the percentage of their responses to each question. To analyze the results of the data revealed from the sample, each question will be addressed and discussed to further clarify the responses.

TABLE I

Responses of parents from the community

ALTERNATIVE TEACHER

CERTIFICATION OPINIONNAIRE

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	% Agree	% Undecided	% Disagree
1. You, as a parent, are satisfied with the education of your child today.	49.3	26.7	24
2. New Jersey is facing a crisis in education.	64	24	12
3. The quality of people seeking to become teachers is the major problem	52	20	28
4. Academically able students are not being attracted to teaching.	80	9.4	10.6
5. The teaching profession needs to be made more attractive.	86.7	8	5.3
6. Raising teacher's starting salaries to $18,500 is one way to attract quality people.	80	14.7	5.3
7. Education courses that are now required discourage quality people from becoming teachers.	20	28	52
8. New teacher applicants should be able to pass a test in the subject-area they wish to teach.	93.3	1.3	5.3
9. A five-day orientation program, prior to the start of the school year, would educate new applicants on how to teach children as well as education courses do.	18.7	9.3	72
10. A year of actual classroom teaching after this 5 day course is the best way for new applicants to learn how to teach.	34.7	16	49.3
11. You, as a parent, would want your child's teacher to be such an on-the-job trainee.	21.3	17.3	61.3

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	% Agree	% Undecided	% Disagree
12. Education courses are necessary to establish the bridge between academic content and the individual children.	84	9.3	6.7
13. Education courses should be kept as part of a teacher's training.	93.3	5.3	1.3
14. Practice teaching prior to actual classroom teaching is a necessary part of teacher training.	94.7	4	1.3

The results for each item are as follows. Item 1, which read, you as a parent are satisfied with the education of your child today revealed that 49.3% of the parents surveyed were satisfied while 26.7% were undecided and 24% disagree. It would appear that if the public schools could provide some positive public relations work about concrete steps they are taking to improve education and if they exhibit to the parents some successful programs that are going on in the schools perhaps that 26.7% that are undecided could join the 49.3% that are in agreement. Raising the percentage of parents to the positive side would certainly be advantageous to the boards of education when time came for school budgets to be approved or rejected.

Item 2 asked parents if they agreed that New Jersey was

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facing a crisis in education. A significant 64% of the parents were in agreement with the statement, 24% were undecided and a mere 12% disagreed. Item 3 showed that 52% of the parents agreed that the quality of people seeking to become teachers was the major problem, 20% were undecided and 28% disagreed that this was the major problem.

Item 4 stated that academically able students are not being attracted to teaching. A high of 80% of the parents agreed with this statement while a mere 9.4% were undecided and only 10.6% disagreed. The parents seemed to be in agreement here with Dr. Cooperman that academically able students are not being attracted to teaching.

Item 5 stated that the teaching profession needs to be made more attractive. The majority of parents 86.7% agreed with this statement, while 8% were undecided and only 5.3% disagreed. Item 6 was related to 5 because it stated that raising teacher's starting salaries to $18,500.00 would be one way to attract quality people. A formidable 80% agreed with this, while 14.7% were undecided and only 5.3% disagreed. One parent wrote in a personal comment that beginning salaries should be $20,000.00 not $18,500.00.

// Item 7 was that education courses now required discourage quality people from becoming teachers. Only 20% agreed with Cooperman here while 52% disagreed and 28% were undecided. There seemed to be quite a high percentage of indecisiveness on this question and the researcher felt parents possibly were not fully aware of the importance education courses play

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in the teacher preparation programs.

Item 8 dealt with teacher knowledge. It stated that new teacher applicants should be able to pass a test in the subject-area they wish to teach. An extremely high percentage of parents 93.3% supported this statement, a mere 1.3% were undecided and 5.3% were in disagreement.

Item 9 asked parents if they felt a five-day orientation program would educate new applicants as well as education courses do. An overwhelming 72% disagreed with this. Only 9.3% were undecided and 18.7% agreed.

Item 10 stated that a year of actual classroom teaching after this five-day course was the best way for new applicants to learn how to teach. Nearly half the participants, 49.3% disagreed with this statement. However, 34.7% did agree, which seemed like a fairly significant percentage. Only 16% were undecided. Item 11 tied in with 12 and asked parents if they would want their child's teacher to be such an on-the-job trainee. A meaningful 61.3% disagreed, while 17.3% were uncertain and 21.3% agreed. The 16% that were undecided in item 10 and the 17.3% that were undecided in item 11 seemed like quite substantial figures to the researcher. The researcher was concerned that on such an important issue as the type of teacher their own child would actually have, so many parents would be undecided.

Items 12 and 13 concerned themselves with education courses directly and received very good support. Number 12 stated that, education courses are necessary to establish

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the bridge between academic content and the individual learner. A powerful 84% agreed; 9.3% were unsure; only 6.7% were in disagreement. Item 13 stated that education courses should be kept in teacher's education programs and an overwhelmingly 93.3% agreed. There were only 5.3% undecided and a mere 1.3% in disagreement.

Of all the items, item 14 received that greatest percentage of support. It stated that practice teaching is a necessary part of a teacher's training. A majority of 94.4% of the parents agreed with this while 4% were undecided and a minority of 1.3% disagreed.

CONCLUSION AND IMPLICATIONS

Results from the survey revealed that, while slightly less than half of the parents were satisfied with the education of their child, slightly more than half felt that New Jersey is facing a crisis in education.

Results from the survey revealed that a large percentage of parents agreed with Dr. Cooperman on two points. First, academically able students are not being attracted to teaching and, second, the teaching profession must be made more attractive.

The results from the survey further revealed that a larger percentage of parents felt all new applicants should pass a test in the subject-area in which they desire to teach.

Results from the survey revealed quite a large percentage of parents do not feel a five-day orientation period is enough time in which to train new applicants; or that this

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orientation can replace education courses that are now required.

Results from the survey revealed the largest percentage of parents felt strongly that education courses and student practice teaching prior to actual teaching were both a vital and necessary part of a teacher's training program.

The significance of this survey revealed that, although parents realized that there is a crisis in education, they do not particularly agree with Dr. Cooperman's proposal. Rather, the parents surveyed revealed that education courses and student practice teaching must be maintained as part of the teacher training program.

The results showed that parents are very much concerned about the qualifications and the training of the person who would be teaching their child. The results proved that parents want teachers to be thoroughly trained and extremely competent before they begin their career as a classroom teacher.

Implications for further research indicate that there should be more comparisions between teachers who hold temporary or provisional certificates and teachers who have successfully completed teacher-training programs.

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ALTERNATIVE CERTIFICATION:

RELATED RESEARCH

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Recently, top state officials have claimed that sub-standard prospects are being admitted to teacher training colleges (N.J.E.A. Reporter, 1983). Edithe Fulton, President of the N.J.E.A., demanded an investigation to determine who was responsible for this and also demanded that the findings be made public. A two year study by the New Jersey Commission to Study Teacher Preparation, created by the legislature in 1978, yielded a written report in 1981. As a result, the State Board of Higher Education in 1981 adopted sweeping reforms in the content of New Jersey college teacher training programs and also in the standards governing admission to them (N.J.E.A. Reporter, 1983). "The State Board of Education in August 1982 included the following changes to improve colleges training of teachers:

1) requiring college sophomores to attain a minimum grade point average and to demonstrate proficiency in the basic skills before they are admitted to teacher-training programs;
2) requiring future teachers to take a major in a recognized subject-matter discipline and de-emphasizing methodology courses in favor of a broadened liberal-arts background;
3) increasing the amount of time prospective teachers spend in practical work experiences in public-school classrooms;
4) assuring assessments of all students at major points throughout their college careers to determine their fitness for teaching;
5) requiring all prospective teachers to pass comprehensive examinations at the end of their senior year in college;
6) permitting the college to withhold State licenses from graduates deemed unfit for teaching, even if they satisfy all formal requirements (N.J.E.A. Reporter, 1983)."

That was not all the state did in 1981, significant changes in program content were made.

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1) their course of studies were broadened;
2) increase in liberal arts background and deepen the teachers knowledge of the subjects they teach;
3) theoretical methods courses have been compressed and actual classroom practice has been increased (Fulton, 1983).

"On paper New Jersey now has the highest teacher certification standards in the country. However, the State Officials responsible for implementing the new standards apparently have failed to do so (Fulton, 1983)." Dr. Cooperman is one of the officials and that change has not been made is partially his fault (Fulton, 1983). Governor Kean learned from a survey, conducted by the National Commission on Education, that combined SAT scores for education majors in New Jersey were lower than those who majored in 22 of 26 other subject-areas (Lonzo, 1983). Cooperman lamenting on the lower test scores said: "We can only assume that these students graduate and receive certifications only to pass on their academic deficiencies to those they teach (Lonzo, 1983)." Kean reasoned that those who have expertise in a particular field, such as mathematics or science, but don't have certification as a teacher because of a lack of education courses, may offer a better education to students because of their expertise (Lonzo, 1983). Dr. Cooperman proposes not only to strengthen teaching requirements for college graduates, but also to "enlarge the talent pool" of potential teachers to include

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professionals from other fields who want to switch careers (McGurr, 1983).

Teachers and Boards of Higher Education are not the only ones concerned with the quality of education today. Each year since 1969 Vernon Smith and George Gallup have conducted polls to check the Public's Attitudes toward the Public Schools (Smith and Gallup, 1977). In 1973 Phi Delta Kappan published, The Gallup Polls of Attitudes Toward Education, 1969-1973, it began as follows;

> "Education in the United States is still today widely regarded as the royal road to success in life. At the same time a few clouds are appearing on the horizon; unless those who are interested in the continued strength and well-being of the public schools heed these portents, public education in the nation could face a worrisome future (Smith and Gallup, 1977)."

The list of major concerns showed a remarkable consistency during each of the five years, difficulty of getting good teachers was high on the public's list as one of the biggest problems (Smith and Gallup, 1977). In the 1979 Gallup poll, the public regarded the following as the main requirement of the ideal school: that teachers be well qualified and should be required to pass state board examinations before they are hired, as well as at regular intervals thereafter (Phi Delta Kappan, 1979). They went on to state that not only should teachers be tested every few years; but, in the public's opinion, administrators should also be required to meet the same test (Phi Delta Kappan, 1979).

In the 1980 Gallup poll the public was asked to choose 4 out of 14 suggestions that they felt would have a good effect

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on the education students received. The ones that received top priority were:

1) well-educated (trained) teachers and principals,
2) emphasis on basic education;
3) teachers and principals personally interested in the progress of students (Phi Delta Kappan, 1980).

In the 1980 Gallup poll, the sixth biggest problem mentioned by the Public was, difficulty in getting teachers. This may explain why the public favors the idea of an internship of one year at half pay for those who wish to enter the teaching profession (Phi Delta Kappan, 1980).

Ironically, in his new certification proposal, Dr. Saul Cooperman speaks of an internship. Under the new proposal men and women who have not taken college-based teacher training programs would be eligible for jobs in public schools, if they pass a test in their subject area and undergo a year-long, paid internship in their home school districts (Braun, 1983). The commissioner proposes the new, provisionally licensed teacher be trained and observed - and ultimately certified - by a local team of senior teachers and administrators (Braun, 1983). Ernest Boyer, a former education commissioner and head of Cooperman's panel states in his book, High School, "We suggest assigning prospective teachers to a "teacher team" even as a prospective doctor, during residency is assigned to a medical team (Braun, 1983)." Established professions are characterized by staged entry; committment is

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assumed in most professions (Schlechty et. al, 1978). In most professions selecti n is a pre-training consideration; in teaching selection is a post-training phenomenon (Schlechty et. al, 1978).

On this issue of professionalization of teachers Edithe Fulton states;

> "I hear no suggestion that we should weaken licensing for surgeons, attorneys, plumbers or blackjack dealers. People who want these jobs must first meet all qualifications for their license. I count education as one of society's most important functions. Teaching standards should be the last, not the first, to be watered down (Fulton, 1983)."

The N.J.E.A. said any internship should:

1) be twelve months starting two months before the start of the school year;
2) have fully qualified teachers responsible for the learning environment at all times;
3) have alternate periods of "hands-on" experience and theory instruction with at least two fully certified professionals with different teaching styles;
4) not confuse the roles of the "evaluator" and "collegial teacher";
5) provide compensation competitive with training programs in industry (N.J.E.A. Review, 1983).

Imperfect as it may seem, a market system exists in most professions. In most cases, consumers pick their doctor, lawyer, accountant, architect etc. In the public schools children are assigned to teachers; no consumer choice exists (Braun, 1983). When consumers may not exercise choice, they have to rely on some other agency - in this case, government - to provide guarantees of quality (Braun, 1983).

The State of Florida has enacted the Sunset Law. Under this law teacher education and teacher certification are subject to periodic review, repeal and/or revision (Robinson

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and Masrie, 1978). In 1978 the Florida legislature passed State Bill 549 which requires among other things,

1) An entry examination for students desiring to enroll in a preservice teacher education program in Florida.
2) A comprehensive written examination after completing degree requirements and prior to initial certification.
3) A year-long internship or three years of successful teaching experience prior to regular certification.
4) A single type of teaching certificate regardless of degree level - bachelor's, master's or doctorate.
5) A five-year validity period for certificates (Robinson and Masrie, 1978).

The legislature did not explain its' reasons for the passing of this new law, but the implication is that colleges of education are not meeting the needs of future classroom teachers (Robinson and Masrie, 1978). "Colleges of education must develop collaborative relationships with school districts if they plan to have an impact (Robinson and Masrie, 1978)." Florida's State Bill places new responsibility on the local districts to meet the training needs of teachers, and the State of Florida clearly outlines methods and provides resources for extension of certificates without advanced degrees (Robinson and Masrie, 1978).

Florida's State Bill 549 cites stiff requirements to be met by prospective teachers. Cooperman's plan is not as well rounded or in-depth. As it stands now, the proposal would open the teaching profession to anyone with a bacculaureate degree - and not require much else (Fulton, 1983). Cooperman proposes that 50% of our teachers will retire in 10 years and he seeks to enlarge the "talent pool" of potential

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teachers to include professionals from other fields who want to switch careers (McGurr, 1983). Cooperman fails to mention here that many of our best teachers are leaving the profession for greener pastures in business and industry (Campanella, 1983). Cooperman justifies lifting the requirement of education courses by reasoning that it will attract more competent people into the teaching profession (Carlson, 1983). This assumes that "high-quality" people will be glad to be teachers once the requirement that they take education courses be eliminated; that it is not really low salaries, low prestige, low job control, and low pupil regard for learning (Carlson, 1983). This will allow people to teach who have by-passed the education courses, which are the backbone of teacher education (Maeroff, 1983). "Teacher education courses are designed to help a person establish a bridge between academic content and its' relationship to the school curriculum and to individual learners (Denemark, 1983)." New Jersey Higher Education Commissioner Chancellor T. Edward Hollander states, "Persons are inadequately prepared to teach if they do not comprehend the learning process. Prospective teachers, however liberally trained, are deficient if they lack essential intellectual understanding of child development (N.J.E.A. Review, 1983)." Cooperman states however, that when talented people are so needed it is possible for them to learn what is essential for a beginning teacher to know without the education courses. (Cooperman, 1983). He goes on to state, "There are many ways to acquire knowledge and I believe that, with some careful

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planning, the district internship could provide a means by which persons employed from fields, other than education, could gain professional knowledge in a way that is both exciting and highly effective (Cooperman, 1983)."

In 1975 Copley conducted a study to evaluate professional education courses. Three groups of beginning teachers were established;

1) 22 liberal arts program graduates with no professional education courses
2) 38 liberal arts bachelor degree recipients with education courses, but without student teaching
3) 40 graduates of a bachelor of science in the education program.

Principals were asked to rate these beginning teachers, according to a 20-item rating scale (Copley, 1975). "The author concludes there is a significant difference in principals ratings of beginning teachers in terms of professional education preparation (Copley, 1975)." Education courses, taught properly, intellectualize teaching; they give it a critical, reflective dimension and cast it into a societal frame of reference (Carlson, 1983). A teacher is trained to recognize problems in child growth development; they are also trained to place children in reading groups, to present curriculum material and develop numerous skills (Rocco, 1983). George Denemark, a former education dean at the University of Kentucky who is interim director of the

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National Council for the Accreditation of Teacher Education said:

> Teacher education courses are designed to help a person establish a bridge between academic content and its' relationship to the school curriculum and to individual learners. The commissioner's insistence that the professional component of teacher preparation consists soley of on-the-job training and his rejection of education courses altogether will result in a new breed of teachers. They will know what the principal expects them to do in the school where they work, but they will have no independent knowledge with which to judge the principals directives and no analytical sense of American Education. They will have been programmed for unquestioning obedience to the orders of their superiors. This is appropriate training for apparatchicks; it is not the preparation of professionals (Carlson, 1983).

A profession whose body of knowledge is thought to be so limited that it can be communicated in a five-day orientation (as Cooperman proposes) is at best a low skill trade whose present practitioners can be considered to be more than adequately compensated (Carlson, 1983). If a teacher is deficient in developing any skill area of a child, that child's entire educational future could be harmed, or at best, put off schedule (Rocco, 1983).

In the Eagleton Poll of 1983, 90% of the parents surveyed showed overwhelming support for the suggestion that college-bound high school students receive three years each of math and science and 84% said they should also have a computer course (Braun, 1983). It is true that pressures have increased in recent years for "high tech" subjects in our schools (Fulton, 1983). There is a shortage of high school teachers to fill these jobs and Cooperman's proposal would

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seemingly be aimed at helping fill these shortages. The plan, as it now stands, would apply to all grades and subjects pre-school through twelfth grade (Rocco, 1983). The only justification for by-passing current training standards, as in the Cooperman plan, would be to alleviate the critical shortage of high school math and science teachers; however, the eradication of standards is not necessary at all grade levels nor in all subjects (Rocco, 1983). Those with aptitude should find depth and variety in the courses available to them and all students must be computer literate (Fulton, 1983). Previous Eagleton poll surveys have indicated that, while New Jersey state residents in general feel the schools are doing a good job, they are very concerned about the quality of new teachers entering the profession (Braun, 1983). Teacher education is already too short and too thin; there is a need for more thorough and extensive pre-service programs (Greenberg, 1983). Professional teachers have been found in general to be more competant (Bledsoe, 1967). In a survey conducted by Beery, teachers who had completed the professional sequence of education courses were overwhelmingly favored (Beery, 1960).

So far, according to Braun, Cooperman has shown remarkable success in isolating the N.J.E.A. from the rest of the educational community over the issue of license reform (Braun, 1983). Members of the N.J.P.T.A. Legislative Advisory Committee presented the following resolution:

> Whereas the New Jersey P.T.A. supports the need for qualified teaching personnel capable of providing

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> the highest quality education for the children in New Jersey Public Schools and whereas the State Board of Education is currently considering upgrading teacher certification for college enrollees and an alternative route for certifying other new teachers; therefore be it resolved that the N.J.P.T.A. supports the development of a new method(s) for teacher certification (Braun, 1983).

A group representing the New Jersey principals and supervisors says it supports a plan for new standards to open teaching to anyone with a college degree (Trenton, 1983). They also said they backed the setting of a $18,500.00 minimum teacher's salary and a $5,000.00 bonus for outstanding "master teachers" (Trenton, 1983).

Ernest L. Boyer, a former United States Education Commissioner and head of the Carnegie Foundation for the Advancement of Teaching will head a panel of national experts who will shape the future of the new certification plan (Braun, 1983). Ironically, Boyer has become a hero to the N.J.E.A. because of his sharp criticism of the conditions under which teachers work (Braun, 1983). The Carnegie Report is a 355 page report that took three years to research and write. Dr. Boyer states:

> The failure of many students to learn in school today is not solely, or even primarily, the result of weaknesses in the schools themselves; rather, the cause lies in a broader failure of society to contribute to the mission of the schools (Fulton, 1983).

Dr. Boyer easily identifies salary as the factor most influential in luring teachers to other fields and in persuading college students to prepare for professions other than teaching (Fulton, 1983). The Carnegie report doesn't

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stop there:

> The push for excellence must focus on those conditions that drove good teachers from the classroom in the first place and this has to do with more than salaries. The working conditions of teachers must improve (Fulton, 1983).

Boyer wrote that new patterns of employment must be explored. He believes schools must open their doors to persons outside the teaching field specifically citing shortages among math and science instructors (Braun, 1983). On the other hand, assemblyman Rocco feels there is a surplus of other teachers that would like to return to the profession (Rocco, 1983). He clearly states:

> It would be wrong for us to cast aside these experienced individuals to replace them with non-dedicated, unprepared, on-the-job trainees. It is a risky and unwise experiment with the futures of our children. We should not allow our children to be the guinea pigs of the Cooperman plan (Rocco, 1983).

It is the intent of this researcher to present the views of supporters, as well as opponents, to a group of parents and determine if they are in favor of a change, such as the one Dr. Cooperman is presenting; if they oppose the new proposal; or if they are totally neutral on the issue of alternative certification.

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APPENDIX

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ALTERNATIVE TEACHER CERTIFICATION OPINIONNAIRE

The following statements represent opinions, and your agreement or disagreement will be determined on the basis of your particular convictions. Kindly check your position on the scale as the statement first impresses you. Indicate what you believe, rather than what you think your should believe.

a. I strongly agree
b. I agree
c. I am undecided
d. I disagree
e. I strongly disagree

		a	b	c	d	e
1.	You, as a parent, are satisfied with the education of your child today.					
2.	New Jersey is facing a crisis in education.					
3.	The quality of people seeking to become teachers is the major problem.					
4.	Academically able suudents are not being attracted into teaching.					
5.	The teaching profession needs to be made more attractive.					
6.	Raising teacher's starting salaries to $18,500 is one way to attract quality people.					
7.	Education courses that are now required discourage quality people from becoming teachers.					
8.	New teacher qpplicants should be able to pass a test in the subject-area they wish to teach.					
9.	A five-day orientation program, prior to the start of the school year, would educate new applicants on how to teach children as well as education courses do.					
10.	A year of actual classroom teaching, after this five-day course, is the best way for new applicants to learn how to teach.					
11.	You, as a parent, would want your child's teacher to be such an on-the-job trainee.					
12.	Education courses are necessary to establish a bridge between academic content and the individual child.					
13.	Education courses should be kept as part of a teacher's training.					
14.	Practice teaching prior to actual classroom teaching is a necessary part of teacher training.					

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